



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **Uplands Junior LEAD Academy Accessibility Plan**

Date: September 2021

## Contents

1. Aims.....	2
2. Legislation and guidance .....	4
3. Action plan .....	5
4. Monitoring arrangements .....	9
5. Links with other policies .....	9
Appendix 1: Accessibility audit.....	10

---

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ✓ Increase the extent to which disabled pupils can participate in the curriculum
- ✓ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ✓ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Uplands Junior LEAD Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Uplands Junior LEAD Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

### Uplands Junior LEAD Academy

At Uplands Junior L.E.A.D. Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

## Uplands Junior LEAD Academy. A Community that Lives, Learns and Laughs Together

- We have high aspirations for our pupils, staff and parents
- We believe that learning is a unique and rewarding experience for all
- We believe that everybody can and will succeed
- We ensure that the learning environment is welcoming, engaging and challenging
- We are inclusive in all that we do
- We use a wide range of approaches to teaching and learning to cater for the needs of all children
- We believe that parents and carers are our partners in learning
- We recognise that making mistakes is a valuable learning experience
- We embrace individuality and promote collaboration

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Short Term</b>						
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>		To identify pupils who may need additional provision	SENCO	Annually	Appropriate procedures/resources are in place
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	<i>Curriculum resources include examples of people with disabilities.</i>	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and SMT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
<b>Medium Term</b>						
Targets are set effectively &	To review SEN provision and		SENCO	Termly	Termly report to	To review SEN provision and attainment of pupils

are appropriate for pupils with additional needs.	attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.			Governors indicate progress	
<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies	SENCo/Head teacher	Ongoing	Variety of planned activities that reflect the needs of pupils	To promote the involvement of disabled students in school life

### **Long Term**

	Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher / Governing Body			Review targets and deliver findings to governing body
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:          -Corridor width          -Disabled parking bays          -Disabled toilets and changing facilities          -Library shelves at the correct height          -Door entry system</p>	<p>The environment is monitored and adapted as required.</p> <p>We ensure that everyone always has access.</p>	Risk assessment carried out and reviewed annually.	Site Manager Headteacher	Annually	Access to all areas of the school

To ensure that all children are able to access all out of school activities, clubs, day trips and residential visits.	All clubs are inclusive when applicable, as are trips and residential.	Transport is provided when required – normally as standard provision now.	Conduct a pre-visit to ensure the suitability.	Trip organiser SLT	Ongoing	Access to all areas on the educational visit
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage .... - Large print resources - Pictorial or symbolic representations (PECS)	To ensure that all stakeholders can access the necessary information.	To provide information in a variety of ways and through a variety of forums.  Have a varied timetable for events to allow all to attend.	SLT Site Manager Office staff Class teachers.	Ongoing	All stakeholders regardless of needs will have access to school information.

#### 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by [the Local Governing Board].

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other linked policies that the school has here.

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception Area				
Internal signage				
Emergency Escape Routes				